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ABSTRACT

Questionnaire data related to Macalester's program to Expand Educational Opportunities (E.E.O.) were obtained from trustees, alumni, faculty members, administrators, clerical staff, and students. Data are presented that assess: (1) the perceived success the college achieved in relation to 12 objectives outlined in the original 1968 Faculty Advisory Council proposal for E.E.O.; (2) the current perceived importance of each of the original 12 objectives; and (3) the relative importance of institutional goals with relevance for E.E.O. Conclusions included findings that: (1) the original objectives for the E.E.O. program were still seen as important; (2) when discrepancies occurred between groups on perceived success, faculty tended to be low, and alumni, trustees, and administrators were on the high side of the success continuum; and (3) the perceived "communication gap" on campus widened significantly between the fall of 1973 and the fall of 1974.
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Macalester College

RESEARCH REPORT

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Attitudes Toward Macalester's Program to Expand Educational Opportunities

Abstract

In November, 1974, questionnaire data related to Macalester's program to Expand Educational Opportunities (E.E.O.) were obtained from trustees, alumni, faculty members, administrators, clerical staff and students. Data are presented which assess: 1) the perceived success the College achieved in relationship to 12 objectives outlined in the original 1968 Faculty Advisory Council proposal for E.E.O.; 2) the current perceived importance of each of the original 12 objectives; 3) the relative importance of institutional goals with relevance for E.E.O.

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U.S. DEPARTMENT OF HEALTH,
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Attitudes Toward Macalester's Program to Expand Educational Opportunities

Jack E. Rossmann

During the 1968-69 academic year, the faculty of Macalester College recommended that the College develop a "Program to Expand Educational Opportunities" (EEO). Macalester's Board of Trustees subsequently adopted the program and committed the funds needed to implement the EEO program during the 1969-70 academic year.

Approximately five years later, in September of 1974, the chairman of the Board of Trustees appointed an ad hoc committee of the Board "to undertake a study in depth of the efforts of the College to provide increased educational opportunities for minority youth." The committee was asked to assess the success of Macalester's efforts in this area; to examine the allocation of resources related to the education of minority students; to assess current administrative procedures in this area; and to determine if there was evidence of racial discrimination or "reverse" discrimination in College operations.

As one aspect of its total activities, the committee decided to send an attitudinal questionnaire to various College constituencies. In October, the Office of Research & Planning was asked to work with the committee in developing, administering, and analyzing the questionnaire.

In mid-November, the questionnaire was sent to all members of the Board of Trustees, the alumni Board of Directors, all full-time members of the faculty, administration, and clerical staff, and all students. The rate of response to the questionnaire is reported in Table 1.

The rate of return from trustees and faculty members was quite good while the return rate from students was especially low. Percentage

return from minority students was below that of white students. Approximately eight percent of the Black, American Indian, and Hispanic students responded.

The questionnaire consisted of three sections. The initial portion of the questionnaire (Appendix A) presented 12 objectives for the E.E.O. program which had been outlined in the December, 1968, Faculty Advisory Council document. In this section, each respondent was first asked to assess how successful the College had been, through the E.E.O. program, in achieving each objective. Then, regardless of the perceived success, each respondent was asked how much importance he or she attached to each of the 12 objectives.

The second section of the questionnaire listed eight institutional goal statements which had been included as part of a larger questionnaire administered to the same six College constituencies in October of 1973 (See Research Report #68). The eight statements included in the 1974 questionnaire focused either on goals related to minority education or to issues of internal communication at the College (See Appendix B). For each of these statements, respondents were asked to judge the importance which they feel is attached to the goal at the College at present and how much importance should be attached to the goal.

The third section of the questionnaire consisted of four open-ended questions: 1. What has been the most important impact of Macalester's program to Expand Educational Opportunities? 2. What have been the strengths of the program? 3. What have been the weaknesses of the program? 4. How might the program be improved? The analysis of these open-ended items will be the focus of a subsequent report.

Perceived Success and Importance

Figures 1 through 6 present the average responses of the six groups to both the success and importance dimensions of each of the 12 objectives. The average of the six groups combined is presented in Figure 7. This series of graphic displays suggests that while there are differences among the groups (some large differences, some small), the greatest perceived success among all groups is on the two items related to student body diversity and providing opportunities to attend a high tuition college. Least success was associated with the development of diagnostic and remedial programs in mathematics, individualized advising, and the sensitization of faculty and staff to student problems.

On the importance dimension, it is perhaps most interesting to note that with few exceptions, the perceived importance of the objectives, which were drafted more than five years earlier, continued to be high. Flexibility in grading procedures was the striking exception to this, and the development of remedial math and co-curricular programs were also perceived as being of somewhat less importance. Most groups attached greatest importance to the need for individualized advising and increasing the sensitivity of faculty and staff to students problems.

Tables 2 and 3 examine the discrepancies among the six groups on both the success and importance dimensions. Two striking observations emerge from Table 2. When they are the discrepant group, alumni and administrators, without exception, and trustees, with few exceptions are on the high or "success" side of continuum. Faculty, on the other hand, are, with exception of one objective, on the low or "lack of success" side of the continuum.

In Table 3, the faculty again are at the low or relative lack of importance side of the continuum, whereas the students are consistently at the high end of the importance continuum.

Institutional Goals

Figures 8 and 9 present the average responses among the six groups to eight institutional goals statements. Figure 8 presents the October, 1973 data, and Figure 9 plots the November, 1974 responses for both the Is and Should Be dimensions.

On the first four EEO-related goals statements, the Is-Should Be patterns changed only slightly during the one-year period. Respondents in both years suggested: somewhat more emphasis should be placed on understanding and respecting student diversity and ensuring equal employment opportunities; somewhat less emphasis should be placed on the recruitment of minority students; and the emphasis on relevant education for minorities should remain unchanged.

In the other four goal areas, however, the gap between the "Is" and "Should Be" dimensions widened considerably between 1973 and 1974. Respondents apparently felt that a good deal more emphasis should be placed on helping persons from disadvantaged backgrounds develop knowledge and skills which could be used in improving their own communities.

Even more striking, however, was the widening of the "communication gap." The Is-Should Be discrepancy on the "mutual trust," "air different opinions," and "open communication" items was sizable in 1973, but the gap grew considerably by 1974. Apparently, 1973-74 was not seen as a good year for communication at Macalester.

Summary

1. Most of the original objectives for the E.E.O. program were still seen as important. An exception was flexibility in grading procedures which was no longer perceived as particularly important.
2. Moderate success was perceived for most of the original objectives. Greatest success was attached to expansion of diversity among students and providing educational opportunities to students who could not otherwise have attended Macalester. Least success was perceived in mathematics remediation, individualized advising, and staff-faculty sensitization.
3. When discrepancies occurred between groups on perceived success, faculty tended to be low, and alumni, trustees, and administrators were on the high side of the success continuum.
4. On the importance dimension, faculty again tended to be low in their assessment, and students high.
5. A low degree of success and high degree of importance was perceived for the objective, "Sensitize faculty, administrators, and staff to the potentials and problems of culturally and racially diverse students."
6. The perceived "communication gap" on campus widened significantly between the fall of 1973 and the fall of 1974.

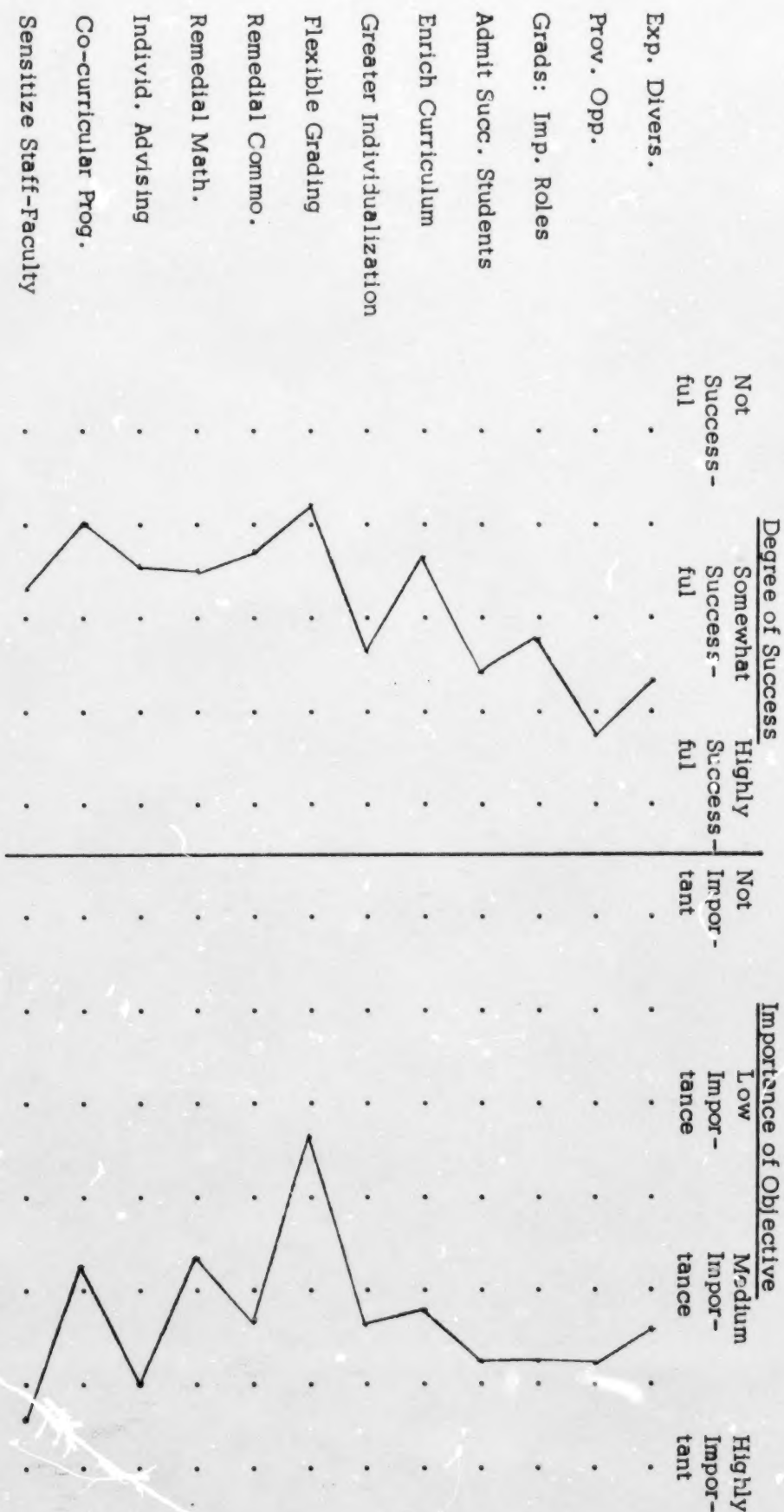
TABLE 1

RATE OF RESPONSE TO EEO QUESTIONNAIRE

<u>Group</u>	<u>Number Sent</u>	<u>Number Received</u>	<u>Percentage Return</u>
Trustees	29	18	62%
Alumni	42	13	31%
Administrators	76	34	45%
Faculty	135	76	56%
Bi-weekly Staff	80	21	26%
Students	1725	268	16%

Figure 1

PERCEIVED SUCCESS & IMPORTANCE OF 12 EEO-RELATED OBJECTIVES:
Average of Trustee Group



PERCEIVED SUCCESS & IMPORTANCE OF 12 EEO-RELATED OBJECTIVES:
Average of Alumni Group

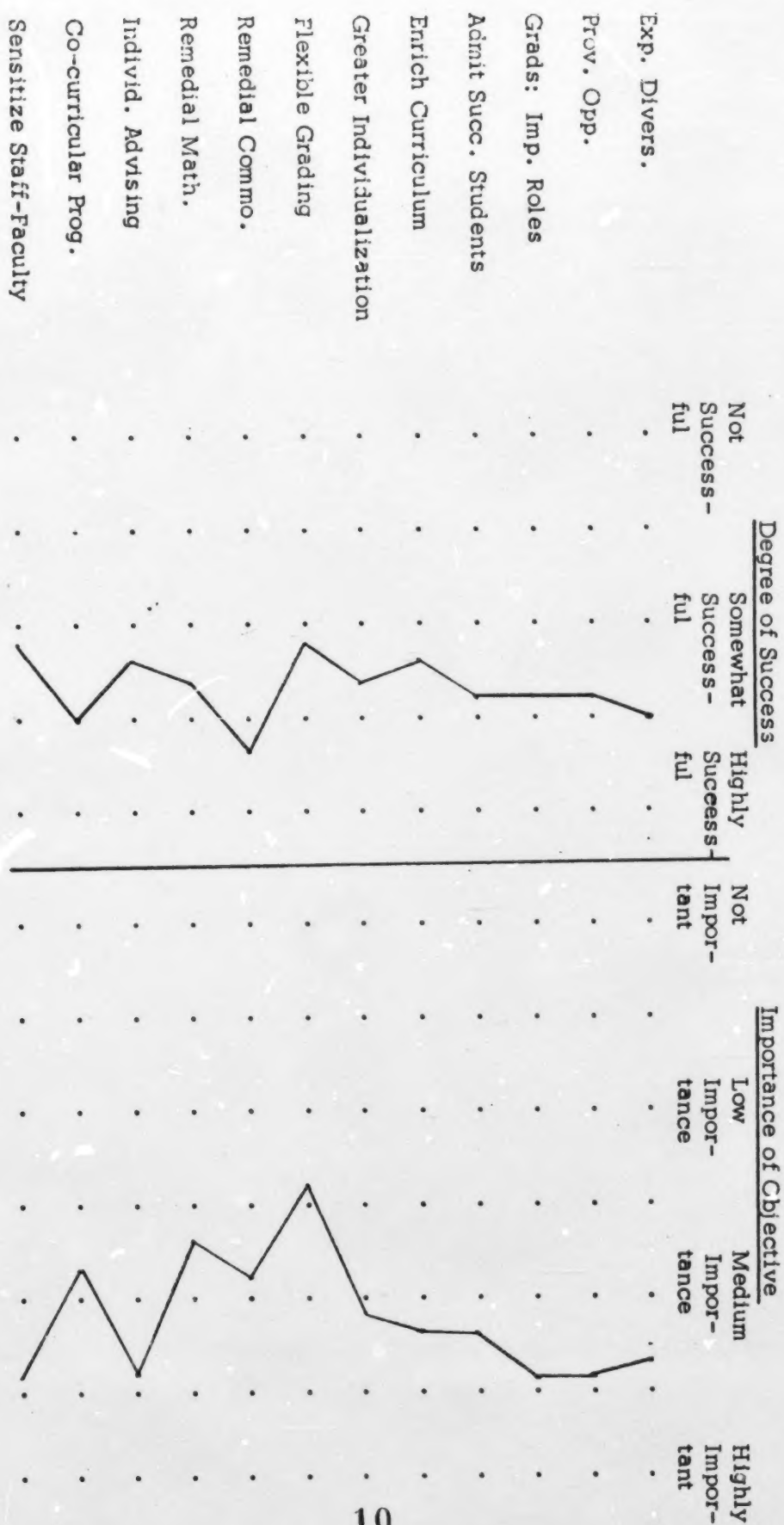
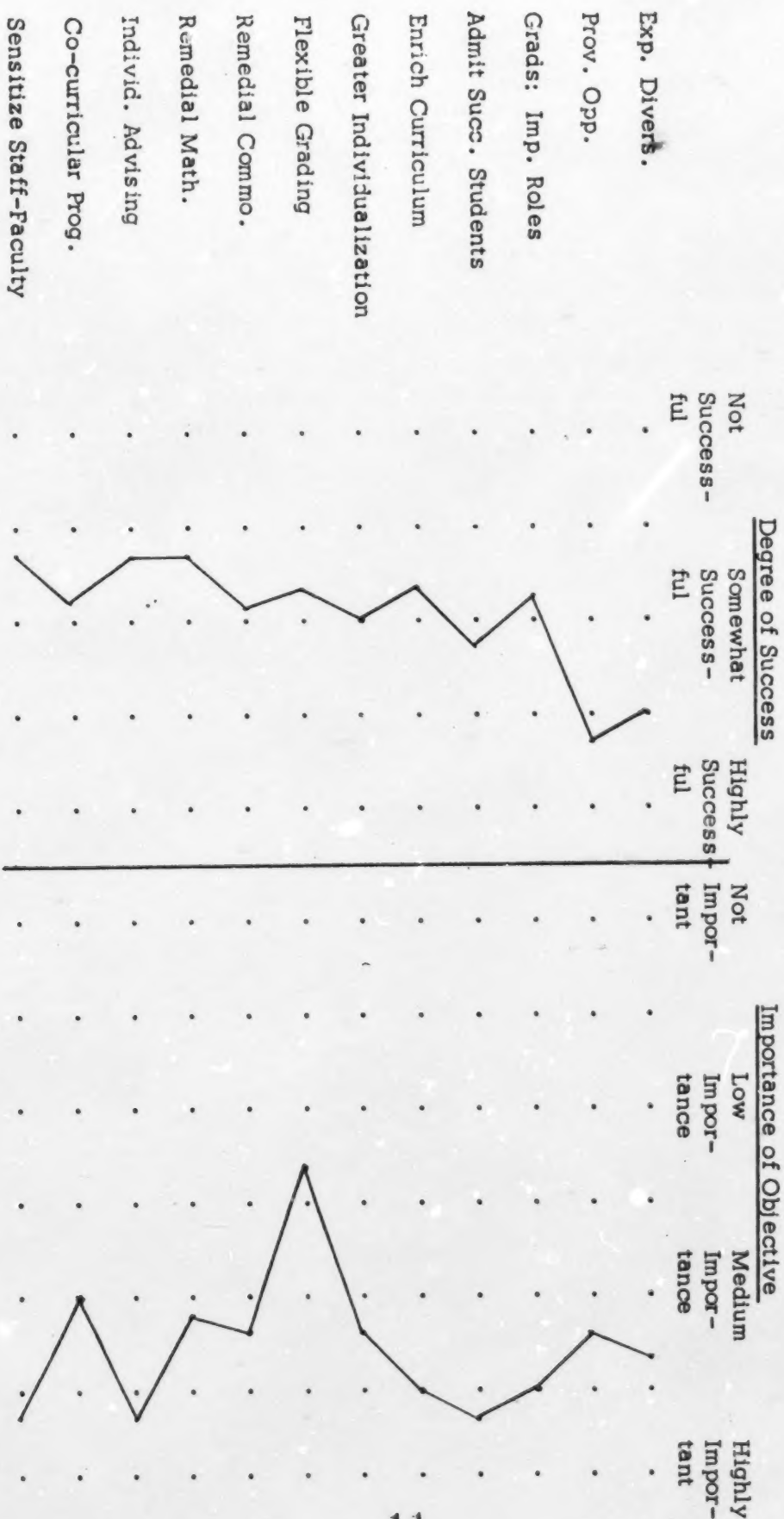
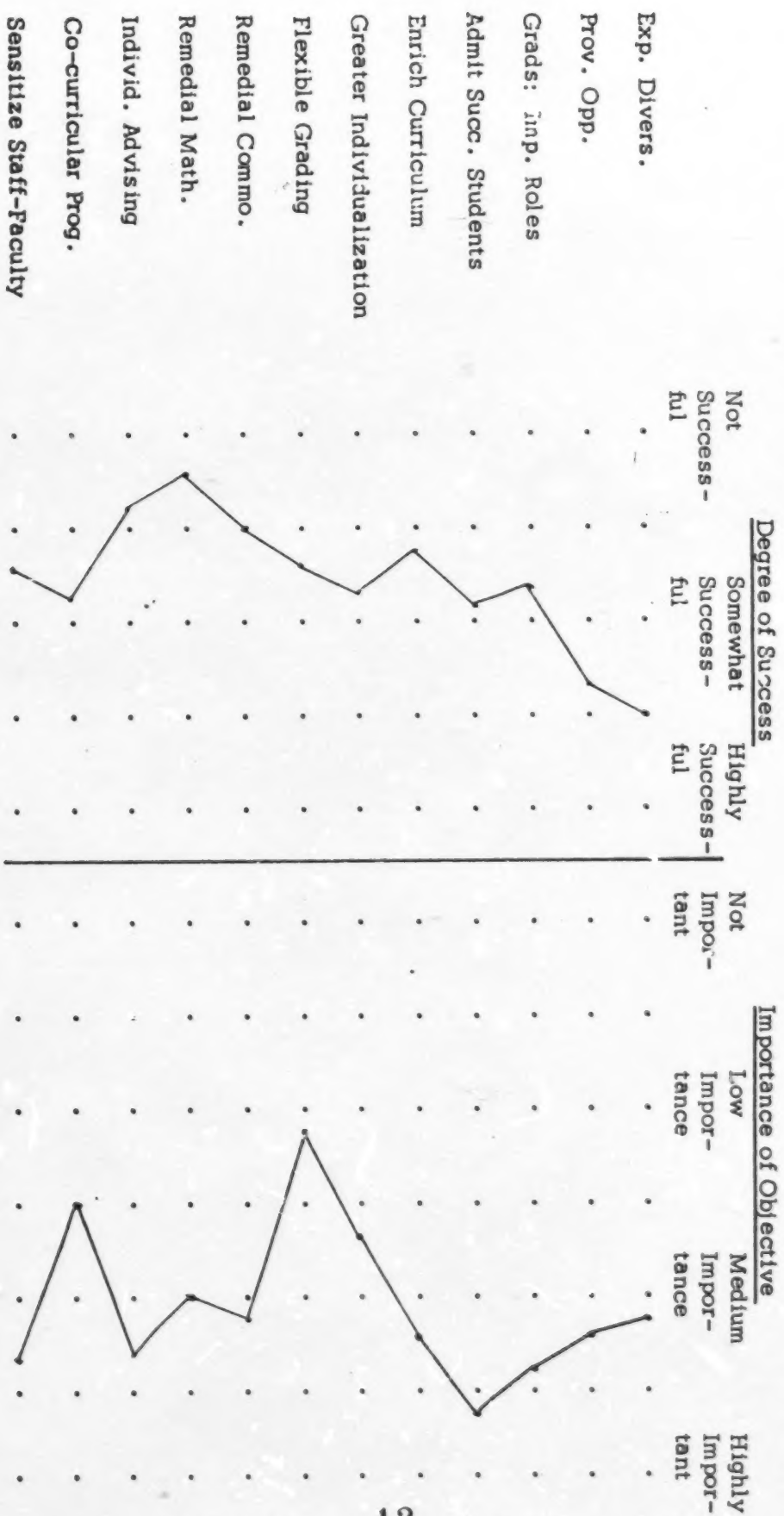


Figure 3
PERCEIVED SUCCESS & IMPORTANCE OF 12 EEO-RELATED OBJECTIVES:
Average of Administrative Group



PERCEIVED SUCCESS & IMPORTANCE OF 12 EEO-RELATED OBJECTIVES:
Average of Faculty Group

Figure 4



PERCEIVED SUCCESS & IMPORTANCE OF 12 EEO-RELATED OBJECTIVES:
Average of Bi-weekly Staff Group

Figure 5

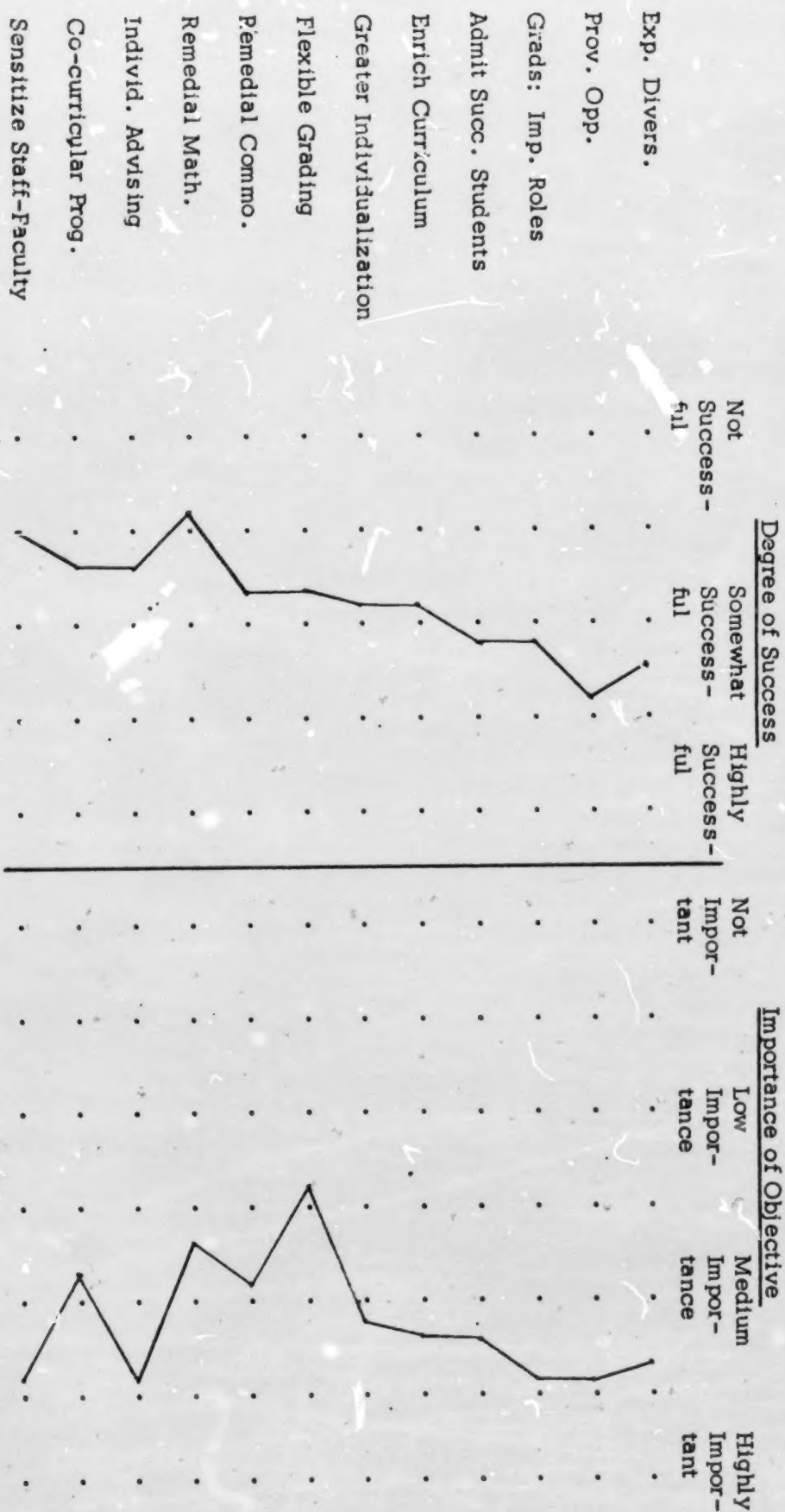


Figure 6
 PERCEIVED SUCCESS & IMPORTANCE OF 12 EEO-RELATED OBJECTIVES:
 Average of Student Group

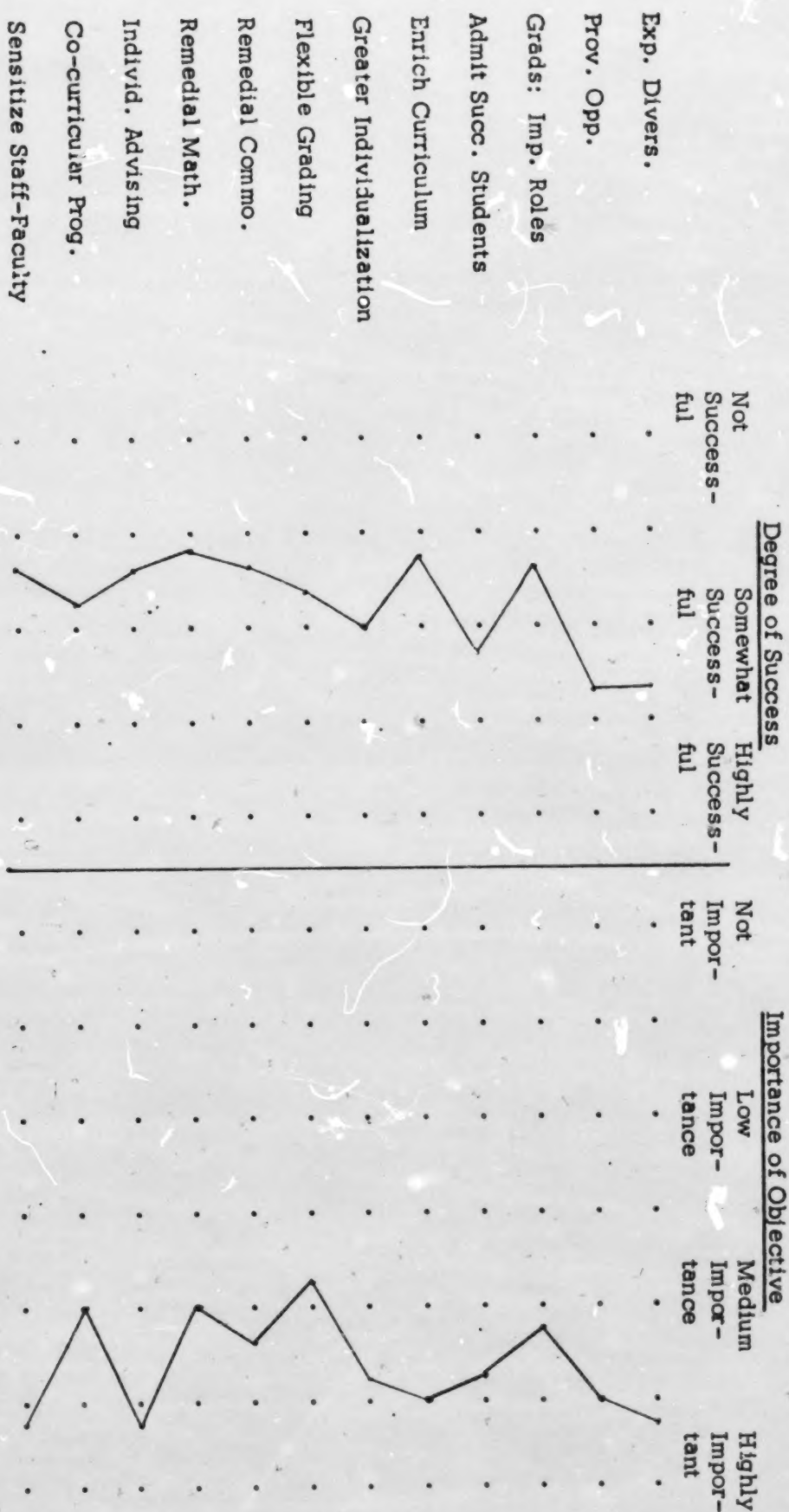


Figure 7
PERCEIVED SUCCESS & IMPORTANCE OF 12 EEO-RELATED OBJECTIVES:
Average of 6 Groups

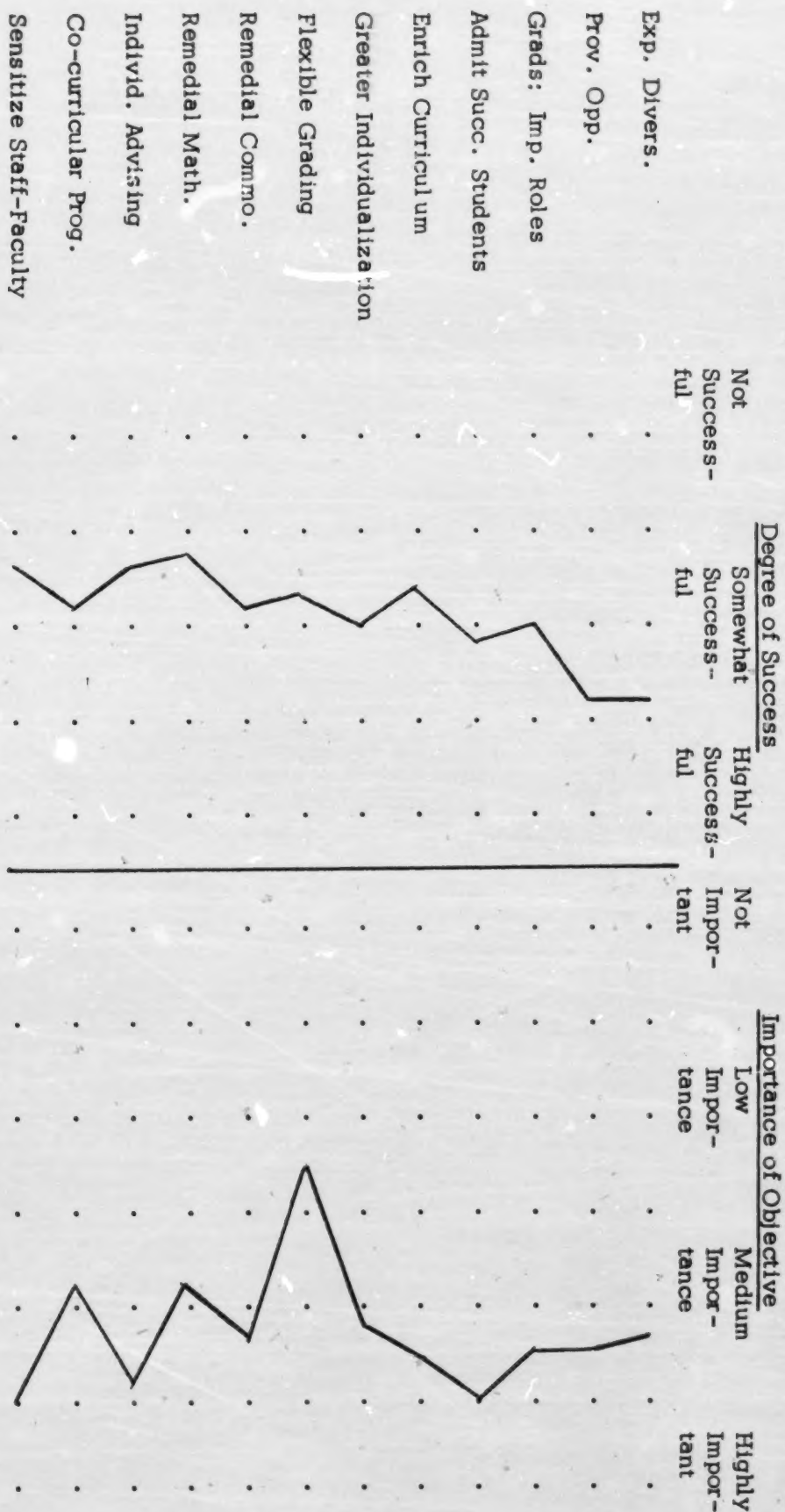


TABLE 2

MOST DISCREPANT GROUPS: DEGREE OF SUCCESS

	<u>Trustees</u>	<u>Alumni</u>	<u>Adminis- trators</u>	<u>Faculty</u>	<u>Bi-weekly Staff</u>	<u>Students</u>
Exp. Divers.		h	h	h	l	
Prov. Opp.	h		h	l		l
Grads: Imp. Roles	H	H			H	L
Admit Succ. Students	H	H		L		
Enrich Curriculum		h		l	h	l
Greater Individualization	H	H		L		
Flexible Grading	L	H	H		H	H
Remedial Commo.		H	H	L		
Remedial Math.	H	H		L		
Individ. Advising	h	h		l	h	h
Co-curricular Prog.	L	H	H			H
Sensitize Staff-Faculty	h	h			l	

h - indicates that this group had an average score equal to or higher than any group's score.

l - indicates that this group had an average score equal to or lower than any group's score.

H & L - same as h and l, but also indicates that the groups differed by at least one-half standard deviation.

TABLE 3
MOST DISCREPANT GROUPS: IMPORTANCE OF OBJECTIVES

	<u>Trustees</u>	<u>Alumni</u>	<u>Admins- trators</u>	<u>Faculty</u>	<u>Bi-weekly Staff</u>	<u>Students</u>
Exp. Divers.					L	H
Prov. Opp.			l	l		h
Grads: Imp. Roles			h			l
Admit Succ. Students		l			h	
Enrich Curriculum	l		h			h
Greater Individualization				L		H
Flexible Grading				L		H
Remedial Commo.		l			h	
Remedial Math.		l	h			
Individ. Advising			h	l	h	h
Co-curricular Prog.				L	H	
Sensitize Staff-Faculty	h			l		

h - indicates that this group had an average score equal to or higher than any group's score.
 l - indicates that this group had an average score equal to or lower than any group's score.
 H & L - same as h and l, but also indicates that the groups differed by at least one-half standard deviation

Figure 8

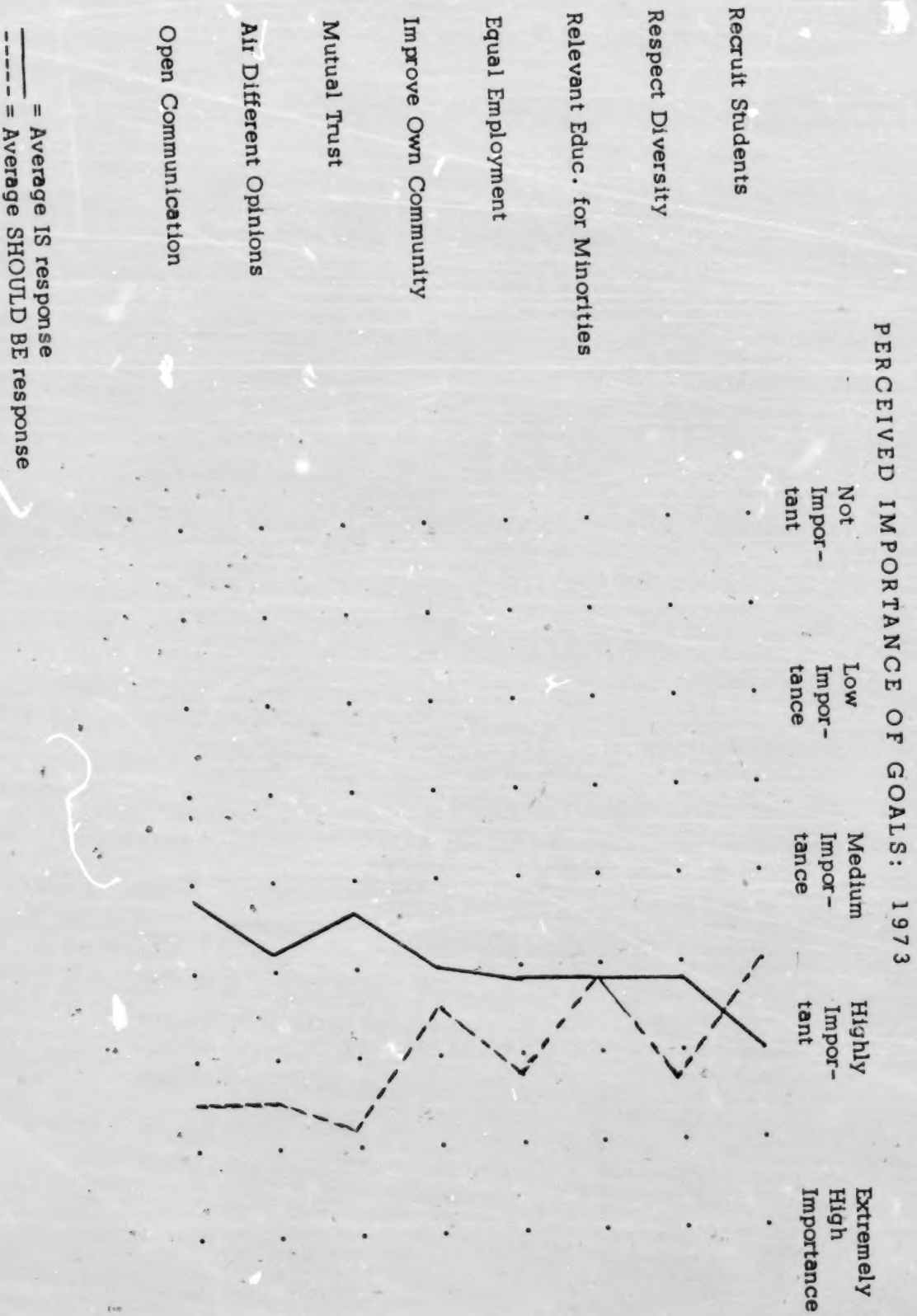
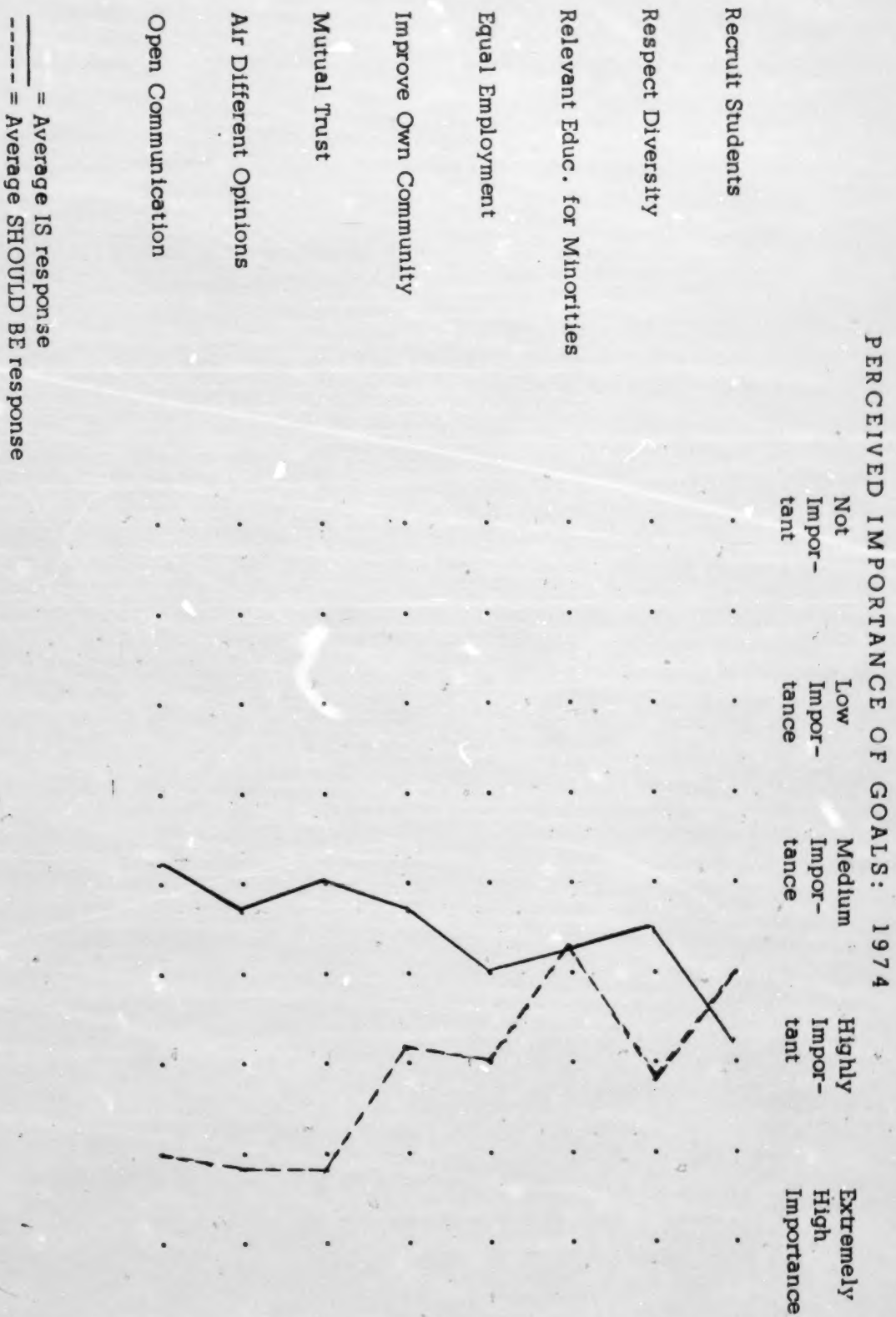


Figure 9



APPENDIX A
Reactions to Macalester's Program for Expanded Educational Opportunities

A. In a December 1968 memorandum, Macalester's Faculty Advisory Council outlined a number of objectives for the proposed and subsequently adopted program to Expand Educational Opportunities (E.E.O.). 1) With what degree of success do you feel the College has attained these objectives through the E.E.O. program? 2) Regardless of the success, how much importance do you attach to each objective? (Circle the appropriate numbers under "Degree of Success" and "Importance of Objective.")

	<u>Degree of Success</u>				<u>Importance of Objective</u>			
	Don't Have Enough Informa- tion to Know	Not Success- ful	Some- what Success- ful	Highly Success- ful	Of No Im- portance	Of Low Im- portance	Of Medium Im- portance	Of High Im- portance
1. Expand the diversity of the student body.	0	1	2	3	1	2	3	4
2. Provide opportunities for a liberal arts education to students who cannot otherwise attend a high tuition college.	0	1	2	3	1	2	3	4
3. Enable the College to take a larger responsibility in the education of graduates who will play important roles in determining the destiny of our pluralistic society.	0	1	2	3	1	2	3	4
4. Recruit and admit potentially successful students from racial minority groups and economically deprived back-grounds.	0	1	2	3	1	2	3	4

	<u>Degree of Success</u>				<u>Importance of Objective</u>			
	Don't Have Enough Informa- tion to Know	Not Success- ful	Some- what Success- ful	Highly Success- ful	Of No Im- portance	Of Low Im- portance	Of Medium Im- portance	Of High Im- portance
5. Enrich the curriculum to broaden awareness and deepen appreciation of the contributions of diverse groups to our society and to our cultural heritage.	0	1	2	3	1	2	3	4
6. Develop possibilities for greater individualization of educational programs.	0	1	2	3	1	2	3	4
7. Develop possibilities for greater flexibility in grading procedures.	0	1	2	3	1	2	3	4
8. Establish diagnostic and remedial programs in communications.	0	1	2	3	1	2	3	4
9. Establish diagnostic and remedial programs in mathematics.	0	1	2	3	1	2	3	4
10. Develop a flexible individualized program of advising.	0	1	2	3	1	2	3	4
11. Improve current and develop new co-curricular programs to meet the needs of students recruited under the program.	0	1	2	3	1	2	3	4

Degree of Success

Don't Have				
Enough			Some-	
Informa-	Not		what	Highly
tion to	Success -		Success -	Success -
Know	ful	ful	ful	ful

Importance of Objective

Of No	Of Low	Of	Of
Im -	Im -	Im -	Im -
portance	portance	portance	portance

12. Sensitize faculty, administrators, and staff to the potentials and problems of culturally and racially diverse students.

0

1

2

3

1

2

3

4

B. Below are outlined some general institutional goal statements with relevance for the E.E.O. program. For each statement, respond first to the question, "How important is the goal at Macalester at the present time?" Then, in your judgment, "How important should the goal be at Macalester. (Circle the appropriate numbers)

	Of No Importance or Not Applicable	Of Low Importance	Of Medium Importance	Of High Importance	Of Ex- tremely High Importance
1. To actively recruit students from racial/ ethnic minority backgrounds.	1 IS SHOULD BE	2	3	4	5
2. To help students understand and respect people from diverse backgrounds and cultures.	1 IS SHOULD BE	2	3	4	5
3. To provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians.	1 IS SHOULD BE	2	3	4	5
4. To ensure equal employment opportunities on campus for women and members of racial/ethnic minorities.	1 IS SHOULD BE	2	3	4	5
5. To help people from disadvantaged com- munities acquire knowledge and skills they can use in improving conditions in their own communities.	1 IS SHOULD BE	2	3	4	5

	Of No Importance or Not Applicable	Of Low Importance	Of Medium Importance	Of High Importance	Of Ex- tremely High Importance
6. To maintain a climate of mutual trust and respect among students, faculty, and administrators.	IS SHOULD BE 1 1	2 2	3 3	4 4	5 5
7. To maintain a campus climate in which differences of opinion can be aired openly and amicably.	IS SHOULD BE 1 1	2 2	3 3	4 4	5 5
8. To maintain a climate in which communication throughout the organizational structure is open and candid.	IS SHOULD BE 1 1	2 2	3 3	4 4	5 5